

Inspection date	13 April 2018
Previous inspection date	10 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager has high expectations of her staff and helps to build their confidence in their own abilities. Together they have worked hard to successfully raise the quality to good levels following actions set at the last inspection.
- The manager reflects well on the service provided and seeks the views of staff, parents and children to drive further improvements. For example, staff make positive changes to the way the environment is set out. They consider children's individual interests and learning styles to provide an enticing space for them to learn and play in.
- Staff remark on the positive impact that training and their own research has on their practice. For example, staff in the pre-school room have increased their knowledge of how to encourage boys to develop their writing skills. Staff have accomplished more effective planning systems across the nursery. They provide exciting activities and experiences that interest and enthuse children to learn.
- Children demonstrate high levels of confidence and independence. They are inquisitive and show a desire to find things out. Children engage well in the good range of activities provided and are motivated and eager to learn. Children make good progress.

It is not yet outstanding because:

- Staff do not consistently support very young children to develop excellent early thinking and speaking skills.
- Staff do not routinely share regular information with all other settings that children attend to promote continuity in their care and learning.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance teaching and consistently support very young children to practise and develop excellent early thinking and speaking skills
- share regular information consistently with all other settings that children attend and promote greater continuity in their care and learning.

Inspection activities

- The inspector took a tour of the nursery with the manager, including the outdoor environment.
- The inspector spoke with staff and children during the inspection. She observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the manager and deputy manager. She discussed self-evaluation processes, looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation with the manager.
- The inspector spoke to some parents during the inspection and took account of their views.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff keep track of children's achievements. They monitor the progress made by individual and groups of children effectively. This helps them to quickly recognise and address any differences in their learning. The manager oversees staff's performance through regular observations of practice and supervisory meetings. She provides effective feedback to help staff to continually improve their skills. Safeguarding is effective. The manager uses effective recruitment and vetting procedures to check staff are suitable, and remain suitable, to work with children. Staff are aware of the signs that a child may be at risk of harm. They know the procedures to follow should they have any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Well-qualified staff complete regular observations and assessments of children's learning. They share information with parents through daily discussions. Parents access an online application to help to keep them well informed of daily activities. Babies enjoy musical activities and discover that what they do, has an influence on the resources. For example, they bang on instruments and discover the different sounds that they make, developing good sensory skills. Young children participate in daily dancing sessions. They join in with the actions and move their bodies with enthusiasm and excitement, demonstrating good physical skills. Older children learn about famous artists and engage skilfully in making their own interpretations and reproductions of well-known paintings. This helps to promote their creative skills and builds on their good understanding of the wider world.

Personal development, behaviour and welfare are good

Children are happy and settle quickly. They form strong emotional bonds with staff and their peers. Staff display children's artwork around the nursery. This helps to promote children's good sense of belonging effectively. Children behave well and use good manners. They are independent in their self-care practices, such as when they wash their hands before eating and after toileting. Children have regular access to the well-resourced outdoor area where they enjoy the fresh air and exercise. Children also attend weekly swimming sessions that help to enhance their physical skills. Extra funding is used well to help to support those children who need it.

Outcomes for children are good

All children, including those who are funded, make good progress. Babies practise their good imaginative skills, such as when pretending to make cups of tea for staff. Young children enjoy listening to stories, learning to sit and listen carefully. They are keen to join in and talk about what they see on each page, building on their good observational skills. Older children use mirrors and talk about their facial features. They talk to each other about the colour of their eyes and what makes them similar and different to others. They develop a good awareness of diversity and mutual respect. Children are prepared well for future learning and the eventual move on to school.

Setting details

Unique reference number	EY501430
Local authority	Lancashire
Inspection number	1099420
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	37
Number of children on roll	47
Name of registered person	PK Kids Day Nursery Ltd
Registered person unique reference number	RP907099
Date of previous inspection	10 May 2017
Telephone number	01257452511

P K Kids registered in 2016. The nursery employs eight members of staff, including the manager. Of these, six staff hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

